External Review Team Process

Office of Federal and State Accountability
Division of Accountability

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: Johnson Middle School

Principal: Mr. Robert McDonald

District: Florence County School District 4

Superintendent: Dr. Bertha W. McCants

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:
- **Summary of demographic information from 2007 School Report Card**
  - ➢ **School Profile (students, teachers, school)**
  - ➢ **Population diversity (refer to Performance of Student Groups)**
  - ➢ **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
  - ➢ **Test Data (PACT/HSAP/EOC Exams)**
  - ➢ **Graduation rate (if applicable)**
  - ➢ **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

According to the 10-day Enrollment Report for Johnson Middle School, 194 students were enrolled. Out of the enrollment, 98 were male and 96 were female. The racial makeup of the students is 175 African-American, eighteen White, and one Hispanic. The number of students who received free or reduced lunch is 167. Students older than usual for their grade represent 16% of the school population. Historically, the student retention rate is low, equaling an average of 0.8% a year. A large percentage of students, 16%, receive exceptional education services. Johnson Middle School currently has nineteen certified teachers of which fourteen are female and five are male. Three employees are new to the district with one new to his position this year. According to the most recent census data, 23% of the population living in the JMS attendance zone earns less than $10,000 per year. Only 40% of the population 25 and older has a high school diploma or GED, with only 5.2% having earned a Bachelor's degree.

In order to determine goals for the 2008-09 school year, the School Leadership Team and Grade Level Teams reviewed the School Renewal Plan along with data from PACT and the Star Reading Assessment. In order to comprehensively combine the district's focus on (1) Family and Community Involvement, (2) Data Analysis and Accountability, (3) Instructional Process, (4) Professional Development, and the recommendations from the School Leadership Team as well as the Grade Level teams, it was determined that the FSRP from 2007-2008 would be changed to reflect the

goals of increased student achievement, specifically state test scores, which will lead to an increased Absolute Rating on the School Report Card. The increased emphasis on reading is due to the fact that reading is the key to increased achievement in all subject areas. The established goals for Johnson Middle School were approved by the School Improvement Council, the Executive Board of the Parent Teacher Organization, the leadership teams, and the faculty. The JMS leadership team held another meeting to ensure the goals were specific, measurable, attainable, realistic and timely. Each member provided input and consensus was reached, therefore the goals for 2008-2009 are as outlined in this plan.

Other data used in planning for student success includes the Star Reading Assessment. Each student was administered the assessment in mid-September 2007. The results for 6th grade students indicated that 74% were reading independently on a 4th grade level or lower. 74% of 7th graders were reading on the 4th grade level or lower including 3 on a pre-primer or primer level. 77% of 8th graders were reading independently on the 5th grade level or lower. The Brigance was also administered and scores were closely correlated with the PACT and Star Assessment results. In mid-February 2008, students were administered the Star Reading Assessment again and approximately 54% of the students made at least one year's growth.

Star Reading Assessment, Discus, and SC Streamlining Videos will be utilized during instruction, as well as other technological resources. Teachers will be able to take students on field trips without leaving the classroom using Virtual Field Trips. These applications of technology will provide JMS students with the experiences that are needed to build background knowledge and concepts to expand critical thinking.

PACT RESULTS FOR 2006 - 2008

	6th Grade ELA				7th Grade ELA				8th Grade ELA			
	2006	2007	2008	2009 Desired Results	2006	2007	2008	2009 Desired Results	2006	2007	2008	2009 Desired Results
% Below Basic	57.7%	58.3%	36.8%	**29.4%**	43.7%	57.6%	54.3%	**43.4%**	35.5%	40.0%	57.7%	**46.2%**
% Basic	35.9%	33.3%	56.1%	**52.2%**	50.7%	36.4%	35.7%	**39.4%**	54.8%	55.4%	38.5%	**42.3%**
% Proficient & Advanced	6.4%	8.3%	7.0%	**18.2%**	5.6%	6.1%	10.0%	**17.1%**	9.7%	4.6%	3.8%	**11.5%**

	6th Grade Math				7th Grade Math				8th Grade Math			
	2006	2007	2008	2009 Desired Results	2006	2007	2008	2009 Desired Results	2006	2007	2008	2009 Desired Results
% Below Basic	32.5%	47.3%	36.2%	**29.0%**	32.5%	50.0%	27.1%	**21.7%**	61.1%	60.9%	57.5%	**46.0%**
% Basic	50.0%	37.8%	39.7%	**39.0%**	49.4%	39.7%	58.6%	**52.3%**	33.3%	36.2%	41.3%	**44.5%**
% Proficient & Advanced	17.6%	14.9%	24.1%	**32.0%**	18.2%	10.3%	14.3%	**26.0%**	5.6%	2.9%	1.3%	**9.6%**

	6th Grade Science				7th Grade Science				8th Grade Science			
	2006	2007	2008	2009 Desired Results	2006	2007	2008	2009 Desired Results	2006	2007	2008	2009 Desired Results
% Below Basic	74.4%	76.9%	51.7%	**41.4%**	80.5%	70.5%	57.1%	**45.7%**	73.1%	63.4%	61.5%	**49.2%**
% Basic	18.6%	12.8%	24.1%	**29.6%**	10.4%	26.9%	31.4%	**36.5%**	20.5%	29.3%	28.2%	**34.9%**
% Proficient & Advanced	7.0%	10.3%	24.1%	**28.9%**	9.1%	2.6%	11.5%	**17.8%**	6.4%	7.3%	10.2%	**15.8%**

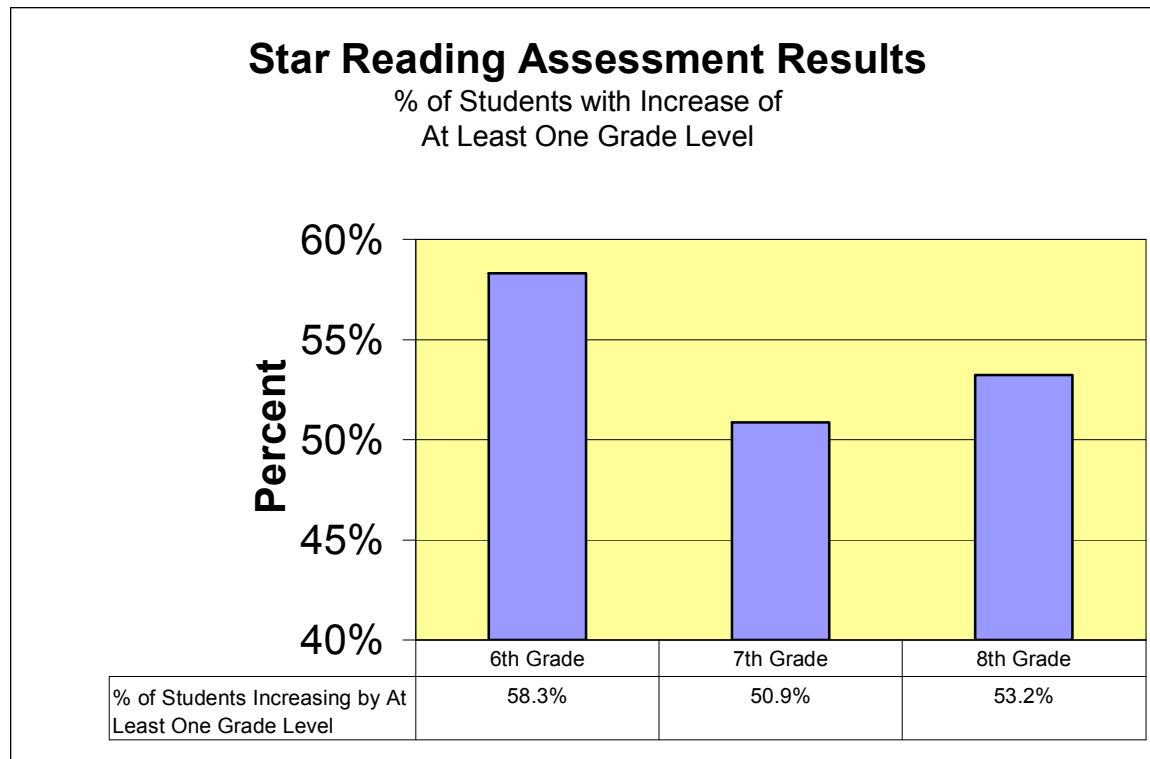|	6th Grade Social Studies				7th Grade Social Studies				8th Grade Social Studies			
	2006	2007	2008	2009 Desired Results	2006	2007	2008	2009 Desired Results	2006	2007	2008	2009 Desired Results
% Below Basic	59.3%	46.2%	48.3%	**38.6%**	70.1%	67.1%	68.6%	**54.9%**	56.6%	45.7%	58.5%	**46.8%**
% Basic	32.6%	35.9%	44.8%	**45.5%**	19.5%	22.8%	17.1%	**27.4%**	35.5%	45.7%	36.6%	**41.0%**
% Proficient & Advanced	8.2%	18.0%	6.9%	**15.9%**	10.4%	10.1%	14.3%	**17.7%**	7.8%	8.6%	4.9%	**12.2%**

In looking at data, historically JMS has shown discrepancies in all areas. The table on the left shows PACT by grade and subject for 2006 – 2008. It also includes a column for the desired results we plan to achieve by implementing the strategies included in this document, and ultimately meeting our goals of increased student achievement.

The conclusions drawn from looking at the data are that we don't see consistency in test scores from year-to-year, and in most cases, looking at the same groups of students from one year to the next, there is slightly more consistency in some areas, but none in others.

The goal of increasing math achievement was decided upon because all students take the Math portion of PASS, therefore, by increasing the number (and percent) of students scoring Met and Exemplary, we will make a larger impact upon our Absolute Rating. The science goal was chosen for similar

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reasons, namely the opportunity to make the greatest impact by increasing the number (and percent) of students who score Met and Exemplary, therefore raising our Absolute Rating on our State Report Card. We will plan and implement strategies to increase Social Studies scores as well.

There may be many factors at work regarding the low test scores, but two come to mind immediately. (1) Mr. McDonald is the 3rd Principal in three years at JMS, and (2) of the 19 faculty members, over a third are in their first or second year at JMS. This tremendous turnover rate does not allow for continuation and follow-through regarding programs, policies, or training put into place each year.

Star Reading Assessment Results
% of Students with Increase of
At Least One Grade Level

	6th Grade	7th Grade	8th Grade
% of Students Increasing by At Least One Grade Level	58.3%	50.9%	53.2%

In the chart to the left, the results from the two administrations in 2007-2008 of the Star Reading Assessment are pictured. As you can see, each grade level showed more than 50% of the students increased their reading level by at least one grade level during the year. For this reason, we have set as one of our goals that 55% of the students will increase their reading level by at least one grade level during 2008 – 2009. This increase in reading levels should translate into increased ELA scores on PASS.

Data will be reviewed from various assessments – PACT, benchmarks, discipline, attendance, surveys, and grades to plan for instruction at Johnson Middle School. The principal will meet at least quarterly with each teacher to analyze informal and formal assessments, as well as report card grade distribution. Data analysis and accountability will be a core component addressed at each faculty meeting, team meeting, leadership meeting, and in the weekly memo. The principal will present data to

parents at PTO meetings, as well as to the School Board, the School Improvement Council, and other stakeholders. In order for students to achieve at higher levels, teachers must be able to base decisions for future instruction on data. Teachers can use the data to form small groups to accelerate and enrich students, to determine if concepts have been mastered or need re-teaching, which differentiated instruction techniques are needed, and to assess application of test-taking strategies. The principal will keep a strong focus and provide assistance with using data to drive instruction. In 2008-2009, the principal will ensure that training on how to analyze, disaggregate and utilize data to inform instruction is provided to 100% of JMS teachers.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- ➢ **All information that is pertinent to the implementation of the FSRP**
- ➢ **Testing (MAP, Benchmark, etc.)**
- ➢ **Disaggregation and ongoing utilization of data to guide instruction**
- ➢ **Professional development that needs to be scheduled**
- ➢ **Implementation/monitoring of specific strategies**

July 2008
SmartBoard recertification credit course begins
SC Streamlining training
JMS Professional Development Retreat
Classroom Motivation from A to Z course begins
Professional Development Planning meetings by department

August 2008
Teachers return to work
District Staff Development
School Level Staff Development (Data Analysis from 2008 PACT)
Students return to school
Benchmark Pre-Test in all content areas
Establish Reading Committee
Training on Revised Bloom's Taxonomy
Internet training
PACT Assessment Results (2007) Conferences with teachers

September 2008
District Staff Development (Data analysis and differentiated instruction)
NCS Mentor training
Star computerized Reading Assessment given
Training on utilizing PACT Tools in instruction
Training on using PACT Administrator's Manual for assessments
Professional Development on Best Practices for Reading in all Content Areas
Begin using Accelerated Reader

October 2008
Form book club for students
Form student technology team
1st Quarter Benchmarks
Teachers attend Content Area Conferences
Benchmark Conferences
Record student performance on Data Cards
District Staff Development on Accountability Measures

November 2008
Reading Buddies with elementary school started
Teachers attend Content Area Conferences
District Staff Development on Differentiated Instruction
Principal presents data and Federal Accountability Measures to stakeholders

December 2008
Principal presents data and State Accountability Measures to stakeholders
Reading Across the Curriculum school professional development continues

January 2009
2nd Quarter Benchmarks
Benchmark Conferences
Student data updated on Data Cards
District Staff Development on data analysis
Star computerized Reading Assessment given

February 2009
Parent-Teacher Conferences
Star Polisher Awards Program

March 2009
3rd Quarter Benchmarks
Benchmark Conferences
Student data updated on Data Cards
Star computerized Reading Assessment given

April 2009
District Staff Development on Differentiated Instruction

May 2009
PACT
Benchmark Post-Test in all content areas
Star testing

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, at least 55% of all students enrolled will increase their reading comprehension skills by at least one grade level from Fall 2008 to Spring 2009 as measured by the Star Reading Assessment. This should result in at least a 20% increase in the number of students scoring Basic or above on the Reading portion of PASS.

Note: Star Reading Assessments will be administered in September, January, and March.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1) Implement a school wide reading initiative with a 30-minute period daily during Panther Workout.	Curriculum Coordinator-Adrienne Woodbury Teachers	August 2008	Teachers will maintain self-selected reading folders, which will contain logs for documented reading daily. The curriculum coordinator will review the logs monthly. The daily bell schedule will reflect Panther Workout time. Person responsible: Adrienne Woodbury
2) Conduct reading conferences with students during Self-Selected Reading: below grade level students two times a week, on grade level and above once a week as measured by the Star Reading Assessment.	Principal-Robert McDonald Curriculum Coordinator-Adrienne Woodbury Assistant Principal-Andre' Boyd Teachers	August 2008	Self-selected reading folders will contain a log of conferences held by the teachers with the students indicating success in identifying story elements and responding to comprehension questions. Teachers will be able to monitor regularly the progress of each student and provide assistance as needed. As students become more fluent, comprehension skills increase. Administrators will use a rubric indicating level of implementation and professional development needs. Person responsible: Adrienne Woodbury

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
3) Accelerated Reader will be used to monitor students' comprehension levels.	Media Specialist- Amy Fouse Teachers	September 2008	Reports will be provided by the Media Specialist showing how many books students are reading, their comprehension scores on the quizzes and amount of points they earned. Prizes are awarded to students as they earn points. Person responsible: Amy Fouse
4) ELA teachers will utilize the Daily Dose activity in their lessons daily.	Curriculum Coordinator- Adrienne Woodbury Assistant Principal- Andre' Boyd Teachers	August 2008	Daily Dose notebooks were purchased for each teacher. Teachers will introduce the Daily Dose activity. Daily lesson plans will reflect evidence of usage. Administrators will review lesson plans weekly for evidence of usage. Person Responsible: Adrienne Woodbury
5) Establish a reading committee and club to plan and implement activities to celebrate reading.	Media Specialist- Amy Fouse	October 2008	The club will provide for conversations about books, encouraging students to read more. A record of the number of books read by students will be maintained. Minutes from the Reading Committee will be maintained. The more students read and analyze text, the more strategic readers they become. Person responsible: Amy Fouse

6) Conduct classroom observations to monitor instruction and provide instructional feedback:
  a. Check for correlation between the long range plan, weekly plan, and observed class lesson
  b. Feedback conferences within two days of the observation
  c. Review weekly lesson plans, complete the feedback forms and return to teachers.
	Principal-
	Robert McDonald
	
	Curriculum Coordinator-
	Adrienne Woodbury
	
	Assistant Principal-
	Andre Boyd
		November 2008	Weekly observation feedback and conference forms will indicate the level of quality planning and instruction. This will provide information of strengths and needs. The administrative team can also plan for support. Students will be presented with quality instruction so their achievement is increased.
			
			Person Responsible: Robert McDonald

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
7) Create all assessments before teaching the lesson (using TfHS software) and submit assessments with weekly lesson plans.	Principal- Robert McDonald Curriculum Coordinator- Adrienne Woodbury Assistant Principal- Andre Boyd Teachers	August 2008	Weekly review and feedback of lesson plans will include analyzing assessments. Assessments will be designed before instruction is planned, thereby ensuring student success. Assessments will be creating using TfHS software, which provides questions that are PACT-like, increasing students' critical thinking skills. Person responsible: Robert McDonald

8) Administer quarterly Benchmark assessments that are aligned to the Pacing Guides:
  a. Allow students to use PACT-like answer forms to record answers
  b. Update Data Cards after every Benchmark Test
  c. Identify Benchmark Busters (students who score 80% and above)
  d. Hold quarterly student celebrations
	Principal-
	Robert McDonald
	
	Curriculum Coordinator-
	Adrienne Woodbury
	
	Assistant Principal-
	Andre' Boyd
	
	Director of Testing-
	Dr. Seldon Buck
	
	Teachers
		August 2008	Benchmark score reports, roster of Benchmark Busters, Data Cards, and programs from awards celebrations will show progress at the end of each quarter.
			
			Persons responsible: Adrienne Woodbury, Andre' Boyd

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, the percent of students passing the District Benchmark Test in Mathematics will increase by at least 20% from the August 2008 Pre-Test to the 3rd Quarter Benchmark Test administered in March 2009. This should result in at least a 20% increase in the number of students scoring Basic or above on the Mathematics portion of PASS.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*

1) Conduct training on how to utilize the PACT Tools in instruction:
   a. Ruler
   b. Protractor
   c. Reference sheet
	Principal-
	Robert McDonald
	
	Curriculum Coordinator-
	Adrienne Woodbury
	
	Teachers
		September 2008	The agenda, sign-in sheet and minutes from training sessions will show strategies presented. Lesson plans will be reviewed to ensure the strategies are included in daily planning.
			
			Person responsible: Yolanda Jackson

2) Create all assessments before teaching the lesson (using TfHS software) and submit assessments with weekly lesson plans.	Principal- Robert McDonald Curriculum Coordinator- Adrienne Woodbury Assistant Principal- Andre Boyd Teachers	August 2008	Weekly review and feedback of lesson plans will include analyzing assessments. Assessments will be designed before instruction is planned, thereby ensuring student success. Assessments will be created using TfHS software, which provides questions that are PASS-like, increasing students' critical thinking skills. Copies of assessments are attached to lesson plans weekly. Person responsible: Robert McDonald

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
3) Teachers will utilize "questioning techniques" by incorporating Revised Bloom's Taxonomy.	Principal- Robert McDonald Curriculum Coordinator- Adrienne Woodbury Teachers	August 2008	Weekly observations and feedback will indicate if teachers are utilizing higher order thinking in questioning and in assessments. Lessons plans will be reviewed weekly to ensure that teachers are including higher level questions during instruction. Person responsible: Adrienne Woodbury
4) Attend annual SDE Conferences and workshops on content areas and throughout the school year and present or share the information with the staff members.	Principal- Robert McDonald Assistant Principal- Andre Boyd Curriculum Coordinator- Adrienne Woodbury Teachers	October 2008	Agendas from faculty meetings will indicate that the information is being shared with all staff. Teachers will be able to apply new strategies related to all content areas in their teaching. Person responsible: Adrienne Woodbury
5) Teachers will utilize Fantastic 5 for bell work	Principal- Robert McDonald Assistant Principal- Andre Boyd Curriculum Coordinator- Adrienne Woodbury Teachers	September 2008	Teachers will incorporate into lesson plans daily and provide a copy with their plan. Lesson plans will be reviewed weekly. Persons responsible: Adrienne Woodbury, Andre' Boyd
6) Conduct district wide training for teachers the second and fourth Tuesday of each month; early dismissal for students.	Assistant Superintendent- Andrea Hicks Principal- Robert McDonald Curriculum Coordinator- Adrienne Woodbury	September 2008	Agendas and sign-in sheets will indicate the session's content. Lesson plans will be reviewed to ensure planning for the strategies are being included. Observations and feedback will indicate how the strategies are being implemented in the classroom. Person responsible: Robert McDonald

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, the percent of students passing the District Benchmark Test in Science will increase by at least 20% from the August 2008 Pre-Test to the 3rd Quarter Benchmark Test administered in March 2009. This should result in at least a 20% increase in the number of students scoring Basic or above on the Science portion of the PASS.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1) Conduct training sessions on utilizing SC Streamlining.	Technology Team	July 2008	Agenda and sign-in sheet will indicate session components. Lesson plans and classroom observations will provide evidence of implementation. The videos are student-centered and interesting, resulting in increased student engagement. Person responsible: Andre Boyd
2) Provide a credit-renewal course on utilizing the SmartBoard to increase student achievement.	Principal- Robert McDonald Francis Marion University Instructor- Dr. Bill Whitmire	July 2008	Syllabus and course participant list will indicate implementation. The training will focus on getting the technology into the students' hands so they are accountable for their own learning. Person responsible: Michele Heyward
3) Provide training for teachers on computer skills utilizing computer based resources and the Internet to enhance instruction.	Principal- Robert McDonald Technology Coach- Michele Heyward Teachers	October 2008	List of resources will be maintained. Agenda and sign in sheet will indicate session components. Lesson plans and classroom observations will provide evidence of implementation. The Teacher Competency Rubric will be used to determine the level of teacher proficiency. Person responsible: Michele Heyward

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
4) Science teachers will conduct 2 labs per week.	Principal- Robert McDonald Curriculum Coordinator- Adrienne Woodbury Science Teachers	October 2008	Lesson plans and classroom observations will provide evidence of implementation. Lesson plans will be reviewed weekly and observations will be conducted weekly. Pacing guides will indicate the type of lab and when the lab should be taught. Person responsible: Pansy Ezekiel
5) Attend annual SDE Conferences and workshops on content areas and throughout the school year and present or share the information with the staff members.	Principal- Robert McDonald Assistant Principal- Andre Boyd Curriculum Coordinator- Adrienne Woodbury Teachers	October 2008	Agendas from faculty meetings will indicate that the information is being shared with all staff. Teachers will be able to apply new strategies related to all content areas in their teaching. Person responsible: Robert McDonald

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, the principal will ensure that at least 55% of all students enrolled will increase their reading comprehension skills by at least one grade level from Fall 2008 to Spring 2009 as measured by the Star Reading Assessment. This should result in at least a 20% increase in the number of students scoring Basic or above on the Reading portion of PASS.

Note: Star Reading Assessments will be administered in September, January, and March.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1) Utilize Accelerated Reader to assess student comprehension of tests.	Principal- Robert McDonald Media Specialist- Amy Fouse Curriculum Coordinator- Adrienne Woodbury Teachers	September 2008	Student participation will be measured by Accelerated Reader Reports. These reports will show reading levels and success rates of students after they complete tests. The Media Specialist will keep a record of all class participation. Teachers will receive from the Media Specialist the student progress reports each quarter. Person Responsible: Amy Fouse
2) Star Reading Assessment program will be used in the school to determine student reading level.	Principal- Robert McDonald Media Specialist- Amy Fouse Curriculum Coordinator- Adrienne Woodbury Teachers	September 2008	Every student's reading level will be measured by Star Reading Assessment Reports. These reports will show reading levels of students after they complete the assessment. The Media Specialist will keep a record of all student completion. Teachers will receive from the Media Specialist the student reports after each assessment. Person Responsible: Amy Fouse

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
3) Training and on-going technical assistance will be provided to each teacher on the teaching of reading.	Curriculum Coordinator- Adrienne Woodbury	September 2008	A record of technical assistance will be kept by the Media Specialist. This will include dates and types of assistance provided. All teachers will be trained. Person Responsible: Adrienne Woodbury
4) Thirty minutes of silent sustained reading will take place during Panther Workout on a daily basis.	Principal- Robert McDonald Curriculum Coordinator- Adrienne Woodbury Teachers	August 2008	The daily bell schedule will be modified to include a 52-minute period for Panther Workout, of which 30 minutes will be silent sustained reading. Teacher's lesson plans will be reviewed weekly to show allocation of silent sustained reading, weekly observations will be conducted during Panther Workout to ensure teachers are implementing the 30 minute reading time. Teachers will maintain a reading log of each student's self-selected reading. Upon completion of each book, students will take the Accelerated Reader Test. Scores will be given by the Media Specialist to the students' Panther Workout teacher. The Media Specialist will keep a record of points earned during Panther Workout. Prizes will be awarded each quarter. Person Responsible: Adrienne Woodbury
5) A Star Reading Student Recognition Program will be established.	Media Specialist- Amy Fouse Teachers	August 2008	Teachers will maintain a reading log of each student's self-selected reading. After each Star Reading Assessment period, each student achieving one year's growth will be recognized at the quarterly awards assembly as well as on the Panther Morning Show. Person Responsible: Adrienne Woodbury, Amy Fouse
6) Accelerated Reader Point Club will be established.	Media Specialist- Amy Fouse Teachers	September 2008	As students read books and take the Accelerated Reader test, they will accumulate points. A record of points will be kept by the Media Specialist as well as the teacher. After accumulation of a set number of points, the students will be eligible for prizes. Person Responsible: Amy Fouse

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, the principal will ensure that the percent of students passing the District Benchmark Test in Mathematics will increase by at least 20% from the August 2008 Pre-Test to the 3rd Quarter Benchmark Test administered in March 2009. This should result in at least a 20% increase in the number of students scoring Basic or above on the Mathematics portion of PASS.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1) Train teachers on how to create assessments before teaching the lesson using TfHS software.	Principal- Robert McDonald Curriculum Coordinator- Adrienne Woodbury Assistant Principal- Andre Boyd	August 2008	Professional Development will be held to train teachers on how to create their assessments. Lesson plans will be evaluated weekly and classroom observations will be conducted to ensure compliance. Assessments will be reviewed to determine if they are at the appropriate level of Bloom's. Person responsible: Robert McDonald
2) Hire an educational consultant to work with individual teachers on instructional strategies.	Principal- Robert McDonald Consultant- Alice Brewington	October 2008	A record of technical assistance visits with individual teachers or teams. The consultant will do classroom observations to ensure teachers are attempting to implement strategies in their classes. Follow-up sessions will be held and a record of classroom implementation will be provided for each teacher. Person Responsible: Robert McDonald
3) Provide the opportunity for math teachers to attend the S^3 training.	Principal- Robert McDonald Teachers	September 2008	Teachers will attend the Standards Support System conference and follow-up sessions in Columbia and will provide a presentation to the faculty. Person Responsible: Robert McDonald

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
4) Administer quarterly benchmarks to all math students.	Principal- Robert McDonald Curriculum Coordinator- Adrienne Woodbury Assistant Principal- Andre Boyd Teachers	August 2008	District Benchmark Tests will be administered in August 2008, October 2008, January 2009, and March 2009. The tests will be created by the Curriculum Coordinator and Assistant Principal from the TfHS and Anderson 5 Curriculum, administered by the teachers, and graded by the District Test Coordinator. Results will be distributed to teachers for analysis using the District's Quarterly Benchmark Data Form. Person Responsible: Adrienne Woodbury
5) Provide a credit renewal course – Professional Book Talk on "Classroom Motivation from A to Z."	Principal- Robert McDonald Curriculum Coordinator – Adrienne Woodbury Assistant Principal – Andre Boyd Palmetto Priority School Liaison – Titus Duren	September 2008	Agenda and sign-in sheet will indicate the topics covered. Implementation will be observed and documented in lesson plans and classroom observations. Person Responsible – Robert McDonald

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009, at least 55% of all students enrolled will increase their reading comprehension skills by at least one grade level from Fall 2008 to Spring 2009 as measured by the Star Reading Assessment. This should result in at least a 20% increase in the number of students scoring Basic or above on the Reading portion of PASS.

Note: Star Reading Assessments will be administered in September, January, and March.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1) Provide professional development on literacy strategies to administrators.	Andrea Hicks – Assistant Superintendent of Curriculum and Instruction	July 2008	The assistant superintendent will meet monthly each with principals and assistant principals on level appropriate literacy strategies. Evidence to support goal will include: sign-in sheets, agendas indicating strategies addressed, handouts, and feedback from weekly classroom observations to monitor implementation of strategies. Person Responsible – Andrea Hicks
2) Provide feedback on weekly informal and formal classroom observations.	Dr. Bertha McCants – Superintendent	August 2008	The superintendent will provide weekly written feedback to administrators on weekly observations and follow-up conferences. Feedback will address student engagement, weekly observations of implemented comprehension strategies, consistency in observations of teachers and adherence to school observation schedule. Person Responsible – Dr. Bertha McCants
3) Lead small groups through the process of revising ELA pacing guides.	Andrea Hicks – Assistant Superintendent of Curriculum and Instruction	August 2008	The assistant superintendent will meet monthly with curriculum coordinators from each school to make needed revisions of ELA pacing guides. Written feedback will be provided following each work session. Person Responsible – Andrea Hicks

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
4) Align pacing guides to correlate with ELA curriculum standards.	Andrea Hicks, Assistant Superintendent of Curriculum and Instruction	August 2008	The assistant superintendent will lead monthly curriculum coordinators through the process of aligning pacing guides with new ELA curriculum standards monthly. Updated curriculum guides will be provided to teachers each month. Person Responsible – Andrea Hicks
5) Administer pre, post and quarterly benchmark assessments that are aligned to the prioritized pacing guides.	Dr. Seldon Buck – District Testing Coordinator Teachers	August 2008 October 2008 January 2009 March 2009	The testing coordinator will oversee quarterly benchmark administration to include answer sheet preparation, scoring, and preparing data analysis reports. Comprehensive data reports will be provided to principals following each benchmark administration. Person Responsible – Dr. Seldon Buck

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, the percent of students passing the District Benchmark Test in Mathematics will increase by at least 20% from the August 2008 Pre-Test to the 3rd Quarter Benchmark Test administered in March 2009. This should result in at least a 20% increase in the number of students scoring Basic or above on the Mathematics portion of PASS.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1) Align pacing guides to correlate with math curriculum standards.	Andrea Hicks – Assistant Superintendent of Curriculum and Instruction	August 2008	The assistant superintendent will lead monthly curriculum coordinators through the process of aligning pacing guides with new math curriculum standards. Person Responsible – Andrea Hicks
2) Lead small groups through the process of revising math timelines and pacing guides.	Andrea Hicks – Assistant Superintendent of Curriculum and Instruction	August 2008	The assistant superintendent will meet monthly with curriculum coordinators from each school to make needed revisions of math timelines and pacing guides and to insure that benchmark test items are aligned with the indicators covered during that time. Written updates will be provided following each session. Person Responsible – Andrea Hicsk
3) Administer pre, post and quarterly benchmark assessments that are aligned to the prioritized pacing guides.	Dr. Seldon Buck – District Testing Coordinator Teachers	August 2008 October 2008 January 2009 March 2009	The testing coordinator will oversee quarterly benchmark administration to include answer sheet preparation, scoring, and preparing data analysis reports. Person Responsible – Dr. Seldon Buck

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
4) Provide professional development to support the district's expectation to create assessments prior to instruction.	Andrea Hicks – Assistant Superintendent of Curriculum and Instruction Matrell Sturkey – Director of Human Resources and Professional Development	September 2008	Professional development on the topic of backwards planning will focus on creating assessments prior to instruction, an instructional focus for the 2008-2009 school year. Evidence to support goal will include: sign-in sheets, agendas, feedback from weekly classroom observations to monitor implementation of strategies, and observations of monthly demonstrations conducted by staff members in the demonstration and follow-up sessions. Persons Responsible – Andrea Hicks, Matrell Sturkey
5) Monitor demonstration and follow-up phases of professional development.	Andrea Hicks – Assistant Superintendent of Curriculum and Instruction Matrell Sturkey – Director of Human Resources and Professional Development	September 2008	Professional development sessions will include an introduction, demonstration lesson, and follow-up session. Evidence to support goal will include: sign-in sheets, agendas, feedback from weekly classroom observations using the district's classroom observation forms to monitor implementation of strategies, and observations of demonstrations conducted by all staff members in the monthly demonstration and follow-up sessions. The district's classroom observation instruments will be used for documentation. Person Responsible – Andrea Hicks, Matrell Sturkey
6) Monitor benchmark data analysis by principal and teacher.	Dr. Bertha McCants – Superintendent Andrea Hicks – Assistant Superintendent of Curriculum and Instruction Principals	September 2008	Teachers will analyze benchmark data. Principals will conduct analysis conferences with teachers followed by a reflection/analysis of the implications of the data for the school. The principal will use the district's Benchmark Data Analysis Form to document the conference. The superintendent conferences with principals to discuss data implications based on the Benchmark Data Analysis Form. Person Responsible – Dr. Bertha McCants

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Title and Description of Each Program and Initiative
Included in the FSRP

Give the title and a brief description of <u>each</u> program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Accelerated Reader – Computer based program that provides assessment on specific books students can choose to read. Students are awarded points based on the number of items

answered correctly.

Anderson 5 Curriculum – The District approved curriculum for use in all classrooms

Daily Dose – Classroom activity that provides students with practice in three daily components: vocabulary, editing, and standards review.

Differentiated instruction – Provides instruction based on student needs.

District Benchmark Tests – Created using the TfHS and Anderson 5 Curriculum

NCS Mentor – Software that teachers can use to assess student- writing samples based on the writing rubric used for PACT.

Palmetto Achievement Challenge Tests (PACT) – State required assessment for grades 3-8.

Panther Workout – Scheduled time in each day for students to receive enrichment, remediation and/or acceleration, based on areas of need.

S^3 – Standards Support System – An SDE sponsored initiative to create and distribute a "default" curriculum.

SC Streamlining – Computer bank of videos for instructional purposes. Teachers can project the videos to the SmartBoard.

Self-Selected Reading – Time where students can chose what they want to read.

SmartBoard – Interactive whiteboard. It is a board that images are projected onto from a computer. Students and teachers are able to write and interact with the images projected.

Star Reading Assessment – Computer based reading comprehension skills assessment.

Testing for Higher Standards (TfHS) – Computer data bank that has test items available that match the SC Standards for each content area.